Course Syllabus

General Course Information:
Course Title: EDS 247; Assessment of Special Needs
Room: EUR 104
Day/Time: Monday, 4:00 to 6:50PM
Instructors: Sharon Lewis, Mary Caruso, & Stephen Brock
Office Hours: Sharon Lewis (Office Hours, immediately following class and by appointment)
Mary Caruso (Office Hours, immediately following class and by appointment)
Stephen Brock (Office Hours, 10:00AM to 1:00 PM, Wednesdays, BRH 225)
Phone: 209-331-7085 (Lewis & Caruso), 916-278-5919 (Brock)
E-mail: slewis@lodiusd.k12.ca.us
mcaruso@lodiusd.k12.ca.us
brock@csus.edu

Course Description:
EDS 247. Assessment of Special Needs. Assessment of client behavior using formal and non-formal methods based on neuropsychological principles. Students will learn to use interview techniques, standardized cognitive and projective tests, and neuropsychological screening procedures to assess students with special needs. Report writing, parent conferences, and consultation strategies will be stressed. Typically taken concurrently with EDS 243. Assessment Practicum. Administration, scoring, and interpretation of tests taught in EDS 242A-B, EDS 244, or EDS 247. Students will be assigned five to seven cases. They will assess the children, meet with the families to gather history, and render interpretation.

Late Assignments:
All assignments are due on the dates indicated. One full grade deduction will be applied to all late assignments.

Attendance:
Students who miss more than two class meetings will be able to obtain a grade no higher than a “B.”

Students with Disabilities:
If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.

Academic Honesty Policy
Go to http://www.csus.edu/admbus/umanual/UMA00150.htm for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
1. Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
2. Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
3. Not taking credit for academic work that is not their own.
4. Not knowingly encouraging or making possible cheating or plagiarism by others.
Please refer to http://library.csus.edu/content2.asp?pageID=353 for a student tutorial on how not to plagiarize.
Weeks 1 through 5 Course Information: Alternative and Bilingual Assessment

Instructor: Sharon Lewis

Course Objectives (Weeks 1 through 5):
This portion of the course is designed to provide students with an understanding of alternative and bilingual assessment issues. At the end of this course students will:

• Demonstrate knowledge of assessment procedures with African-American students based on the Larry P. court case.
• Gain understanding of second language acquisition and language proficiency issues related to assessment.
• Be able to develop a test battery and assessment strategies with bilingual students.
• Be aware of cultural and linguistic issues and current research in assessing bilingual students.

Required Text:

Recommended Readings:

Course Requirements:
1. Attendance/Class Participation. Students will be expected to attend all classes and participate in discussion of assigned readings, lectures, and group activities. **20 points**.

2. Culture group project. From assigned readings and independent research (including literature and interviews) students will complete a project on comparing cultural differences (See separate handout for additional information on this course requirement). **30 points**.

3. Mid-term examination. Students will take an in-class midterm during part of the last class. Performance on this exam will yield a maximum of **50 points**.
Instructors: Lewis, Caruso, & Brock
Office Hours: by appointment
Phone: 209-331-7085, 916-278-5919
E-mail: slewis@lodiusd.k12.ca.us, mcaruso@lodiusd.k12.ca.us, brock@csus.edu

Weeks 6 through 10 Course Information: Assessment of Preschool Children

Instructor: Mary Caruso (Office Hours, immediately following class and by appointment)

Course Objectives (Weeks 6-10):
This course is designed to provide prospective school psychologists with an understanding of assessment and best practices in the area of early intervention, including Early Start Programs and Preschool Services. At the end of this course the students will:
- Demonstrate knowledge of best practices in preschool setting
- Be able to develop a interview schedule for use when assessing young children
- Demonstrate knowledge of Early Start services and preschool services
- Demonstrate knowledge of strategies for assessing infant and preschool children

Required Text:

Recommended Texts:


Course Requirements

1. **Attendance/Class Participation**: Attendance and participation in class discussions/lectures will yield a maximum of **20 points.**
2. Written report (three to five pages maximum) based on one hour observation in preschool classroom. (See attached handout for additional information on this course requirement). Successful completion of this activity will yield a maximum of **30 points**.

3. **Final Short Answer Examination.** Performance on this exam will yield a maximum **50 points**.

**Weeks 11 through 15:** Low Incidence Handicaps and Autism

**Instructor:** Stephen E. Brock, (Office Hours, Wednesdays, 10:00am to 1:00 PM, Room 225 Brighton Hall)

**Course Objectives (Weeks 11 through 15):**
The student will (a) demonstrate knowledge of low-incidence handicapping conditions and autism, and (b) demonstrate knowledge of strategies for assessing children with low-incidence handicaps and autism.

**Required Texts:**

**Recommended Readings:**

**Course Requirements:**

1. **Attendance/Class participation.** Attendance and participation in class discussions/lectures will yield a maximum **20 points**.
2. **Group Project.** From independent research and assigned reading, students will complete a pamphlet designed to help school psychologists understand low incidence handicaps (i.e., blindness/visual impairment, deaf/hearing impaired, severe physical handicaps). This document should demonstrate the ability to use and identify internet resources that would be helpful to the parents of children with low incidence handicaps. In addition, a 60-minute in class lecture will be provided on the assigned low incidence handicap, (See handouts provided in the course reader for additional information on this requirement). Successful completion of this activity will yield a maximum **30 points.**

3. **Final Examination.** Performance on this exam will yield a maximum **50 points.**

**Final Course Grades:**

Final course grades will be based on to total points earned (maximum =300) across each of the courses three sections. Grades will be awarded as follows:

- **A** = 300 to 286 points
- **A-** = 285 to 270 points
- **B+** = 269 to 262 points
- **B** = 261 to 251 points
- **B-** = 250 to 240 points
- **C+** = 239 to 232 points
- **C** = 231 to 221 points
- **C-** = 220 to 211 points
- **D** = 210 to 180 points
- **F** = below 180 points
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>January 29</td>
<td>• Instructor, Ms. Lewis&lt;br&gt;• Course Overview&lt;br&gt;• Historical Overview of Larry P. case&lt;br&gt;• Alternative Assessments</td>
<td>• Purchase textbooks&lt;br&gt;• Read CASP (2007a &amp;2007b)&lt;br&gt;• Read Rhodes, Ochoa &amp; Ortiz (2005) Chapters 1-2</td>
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<td>February 5</td>
<td>• Instructor, Ms. Lewis&lt;br&gt;• Second Language Acquisition&lt;br&gt;• Language Proficiency Tests</td>
<td>• Read Rhodes et al. (2005) Chapters 3-4 &amp; 9&lt;br&gt;• Recommended Scribner (2004)</td>
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<td>February 12</td>
<td>• Instructor, Ms. Lewis&lt;br&gt;• Use of Interpreters&lt;br&gt;• Verbal Tests&lt;br&gt;• Nonverbal Tests</td>
<td>• Read Rhodes et al. (2005) Chapters 6, 10-11&lt;br&gt;• Recommended McCloskey &amp; Athanasiou (2000)&lt;br&gt;• Recommended Sandoval &amp; Lewis (2002)</td>
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<td>February 19</td>
<td>• Instructor, Ms. Lewis&lt;br&gt;• Verbal &amp; Nonverbal tests Continued&lt;br&gt;• SST’s and Pre-referral issues</td>
<td>• Read Rhodes et al. (2005) Chapters 5, 7-8&lt;br&gt;• Recommended Ortiz (2004)&lt;br&gt;• Culture Assignment Due</td>
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<td>February 26</td>
<td>• Instructor Ms. Lewis&lt;br&gt;• Cultural factors/Case studies&lt;br&gt;• Exam</td>
<td>• Review all required readings in preparation for the Exam</td>
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<td>March 5</td>
<td>• Instructor, Ms. Caruso&lt;br&gt;• Foundations of Preschool Assessment&lt;br&gt;• Observation of Preschool Assessment Behavior&lt;br&gt;• Review Written Report Rubrics</td>
<td>• Read Bracken et al., Chapters 1-5</td>
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<td>March 12</td>
<td>• Instructor, Ms. Caruso&lt;br&gt;• Assessment Procedures/Ecological Assessments</td>
<td>• Read Bracken et al., Chapters 6-11</td>
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<td>March 19</td>
<td>• Instructor, Ms. Caruso&lt;br&gt;• Assessment of Cognitive Abilities&lt;br&gt;• Guest Speaker: Raquel Dow MS, NCSP Early Start</td>
<td>• Read Bracken et al., Chapters 12-15&lt;br&gt;• Preschool Interview Schedule due</td>
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<td>March 26</td>
<td>• No Class (Spring Break)</td>
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<td>April 2</td>
<td>• Instructor, Ms. Caruso&lt;br&gt;• Assessment of Specific Abilities/Transdisciplinary Assessments</td>
<td>• Read Bracken et al., Chapters 16-18&lt;br&gt;• Preschool Observation Report Due</td>
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<td>April 9</td>
<td>• Instructor, Ms. Caruso&lt;br&gt;• Final Questions/Review of Observations&lt;br&gt;• Exam (Short Answer)</td>
<td>• Read</td>
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<td>April 16</td>
<td>• Instructor, Dr. Brock&lt;br&gt;• Legal and Ethical Issues</td>
<td>• Read documents provided in Week 11 of the course reader</td>
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<td>April 23</td>
<td>• Instructor, Dr. Brock&lt;br&gt;• Autism</td>
<td>• Read Brock et al., Chapters 1-4&lt;br&gt;• Recommended, Rau (2003) &amp; Strock (2004)</td>
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<td>April 30</td>
<td>• Instructor, Dr. Brock&lt;br&gt;• Autism</td>
<td>• Read Brock et al., Chapters 5-7.&lt;br&gt;• Recommended, Thomas &amp; Grimes, Chapter 94.&lt;br&gt;• Autism group project/lecture due.</td>
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<td>May 7</td>
<td>• Instructor, Dr. Brock&lt;br&gt;• Deaf/Hearing Impaired&lt;br&gt;• Blind/Visually Impaired</td>
<td>• Read Thomas &amp; Grimes Chapters 86 &amp; 87.&lt;br&gt;• Recommended, CDE (1997) &amp; CDE (2000)&lt;br&gt;• Deaf/Hearing Impaired group project/lecture due.&lt;br&gt;• Blind/Visually Impaired group project/lecture due.</td>
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<td>May 14</td>
<td>• Instructor, Dr. Brock&lt;br&gt;• Severe Physical Handicaps</td>
<td>• Read Thomas &amp; Grimes Chapter 97.&lt;br&gt;• Recommended Thomas &amp; Grimes Chapters 57, 92, &amp; CDE (1992).&lt;br&gt;• Severe Physical Handicaps group project/lecture due</td>
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<td>May 21</td>
<td>• Final Exam</td>
<td>• Final Exam Location &amp; Time: TBA</td>
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